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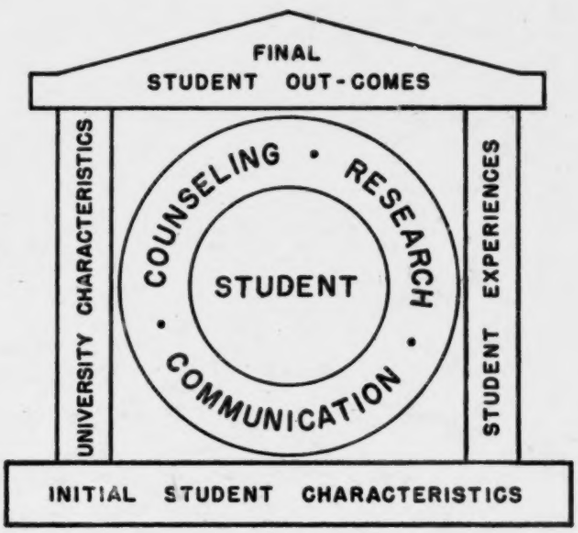
KSU FRESHMEN BIOGRAPHICAL INFORMATION



KANSAS STATE UNIVERSITY

STUDENT COUNSELING CENTER

MANHATTAN

ED000918

Student Counseling Center

Kansas State University

Studies in Student Personnel Work

Research Report No. 23

KSU FRESHMEN BIOGRAPHICAL INFORMATION

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INTRODUCTION

For almost a decade the Student Counseling Center has required entering freshmen to complete a Biographical Information Inventory. The information in this inventory has been used primarily to provide background data for the Student Counseling Center counselors when counseling a small proportion of these students. Biographical Information norms for KSU students had been sorely needed by the counselors. This need coupled with our recent research interest, the description of KSU students, provided the impetus for a large scale analysis of this available biographical information.

The Herculean task of "punching" into IBM cards the information in the Biographical Information Inventory for 1,641 entering 1961 KSU freshmen was started last year. Only recently was this project completed.

We would like to share this normative biographical information with the University and thus lies the purpose of this report.

PROCEDURE

The biographical information categories were analyzed in two fashions. The first being a single norm for the entire 1,641 students involved and the second way of analysis being separate norms for the various school and sex groups in KSU. Thus the averages presented will be in terms of KSU students, School of Agriculture students, School of Arts and Sciences male students, School of Arts and Sciences female students, School of Engineering and Architecture students, and School of Home Economics students.

RESULTS

Age: The first information category pertains to the age of this sample of 1961 entering freshmen. The results of the tabulations are presented in Table 1.

Table 1

Age of the 1961 Entering Freshmen

Age	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
			Percentages			
0--16.49	0.00	0.00	0.26	0.30	0.00	0.12
16.5-17.49	1.27	0.97	1.84	2.10	1.59	1.65
17.5-18.49	74.68	70.66	77.69	63.66	77.69	72.33
18.5-19.49	20.25	20.85	24.67	28.23	17.93	21.15
19.5-20.49	1.27	2.12	0.52	2.40	1.99	1.71
20.5-21.49	1.27	1.54	0.26	1.80	0.40	1.10
21.5-22.49	0.63	1.16	0.26	0.30	0.40	0.61
22.5-23.49	0.00	0.77	0.26	0.30	0.00	0.37
23.5 +	0.63	1.93	0.52	0.90	0.00	0.97

About the only noticeable differences among KSU groups was the fact that there tended to be slightly fewer entering Engineering-Architecture freshmen in the 17.5 to 18.49 age bracket than in the other school sex groups and slightly more in the 18.5 to 19.49 age bracket than in the remaining groups.

Home Town Size: An information category which provides knowledge of the rural-urban background of our students is the one questioning the students as to the size of their home town. This information is presented in Table 2.

Table 2

The Percentages of our Students Coming from Various Size Towns and Cities

Town Size	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
0- 1,000	43.67	21.81	17.59	21.62	25.10	23.22
1,000- 2,500	22.15	15.25	20.73	14.71	15.94	15.23
2,500-10,000	15.82	19.50	18.64	18.92	16.73	18.40
10,000-25,000	8.23	19.88	18.90	19.52	11.55	17.18
25,000 +	10.13	23.55	32.54	25.22	30.68	25.96

Two obvious findings related to this matter of size of home town are seen. More agricultural students come from rural backgrounds than do students of any of the remaining groups. The female students, especially the female Arts and Sciences students, had the most pronounced urban origins.

It appears that these KSU students had pronounced bimodal rural-urban background. Communities of less than 1,000 and cities of 25,000 or more provided almost half of our 1961 freshman class.

Schooling of Mother: Previous Counseling Center research has shown that parents are a powerful influence with our entering freshmen regarding their choice to come to KSU and their choice of school to enroll in or major. The educational background of parents of our students has not been previously presented. The results of this analysis are given in Table 3.

Table 3

The Extent of our Students'
Mothers' Schooling Expressed in Percentages

Years	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
0- 9	9.49	8.11	5.77	11.11	5.18	7.86
9-11	10.76	9.84	6.82	10.21	6.37	8.77
12	45.57	44.82	34.91	40.84	37.85	40.52
13-14	18.99	20.66	28.61	19.82	22.71	22.49
15-16	13.29	12.55	17.58	14.11	21.12	15.42
16 +	1.90	4.63	6.30	3.90	6.77	4.94

Over half of our students' mothers had high school or less education. Seemingly, our female students' mothers were more highly educated than are the mothers of our male students. About twenty per cent of the mothers of KSU freshmen have had at least 15-16 years of schooling.

Schooling of Father: The results of this analysis are presented in Table 4.

Table 4

The Extent of our Students'
Fathers' Schooling Expressed in Percentages

Years	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N-1641
0- 9	17.72	13.71	9.71	13.21	10.76	12.61
9-11	13.92	13.90	8.66	13.81	11.16	12.25
12	38.61	31.08	29.65	33.93	27.89	31.56
13-14	15.19	14.48	16.01	13.81	17.53	15.23
15-16	8.23	16.22	22.31	14.41	17.53	16.70
16+	6.33	10.62	13.65	10.81	15.14	11.64

Over half of our students' fathers had high school or less education. Our female students' fathers were more highly educated than are the fathers of our male students. About thirty per cent of the fathers of KSU freshmen have had at least fifteen-sixteen years of formal education.

Fathers' Occupations: This question of fathers' occupations was originally coded according to a modification of the occupational classification system used in the U. S. Department of Labor's Dictionary of Occupational Titles. The results are presented in Table 5.

Table 5

Fathers' Occupations Expressed in Percentages

Classifications	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
Professional, Managerial, Executive, and Semi-professional	12.66	24.13	35.96	26.43	31.87	27.30
Clerical and Sales	5.06	14.48	12.86	10.21	12.75	12.07
Service	0.00	3.28	4.20	3.60	2.79	3.17
Farming	68.99	24.71	22.83	22.82	30.68	29.13
Agriculture related	3.16	2.51	0.52	0.30	1.99	1.58
Skilled Occupation	3.80	16.41	14.17	17.72	8.37	13.71
Semi and unskilled	3.16	7.53	4.97	10.21	5.18	6.70
Miscellaneous	1.27	3.09	1.84	5.41	3.19	3.11
Deceased or unmarked	1.90	3.86	2.62	3.30	3.19	3.17

A number of interesting findings may be inferred from Table 5. Not surprisingly the occupation of our Agriculture students' fathers was mainly farming. The professional, managerial, executive, and semi-professional classification was the most

frequently checked by Arts and Sciences females, Engineering-Architecture students and by Home Economics students for their father's occupation. Father's occupation did vary for our school and sex groups.

Mother's Occupation: Since it was already known that the majority of mothers classify their major occupations as "housewife," a less detailed question was posed for this information area. The results pertaining to mother's occupation is presented in Table 6.

Table 6

Mother's Occupations Expressed in Percentages

Classification	Agri.	A&S-M	A&S-F	Engg.	H. E.	Total
Housewife	84.81	73.94	67.19	70.57	70.52	72.21
Employed	14.56	24.13	32.38	27.03	27.09	26.14
Not marked	0.63	4.13	0.53	2.40	2.39	1.65

More Agriculture students' mothers were housewives than was true for the other student groups. Conversely, less Agriculture students' mothers were employed than was true for the other student groups.

Number of Siblings: Older and Younger. The counts for number of siblings of a student group was not only tallied for total number of siblings, but also for number of younger and for older siblings as well. These results are presented in Table 7.

Table 7

Average Number of Siblings (Younger and Older)
Per Student

Classification	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
Average Number of Siblings	2.4051	2.1042	2.0394	1.9579	1.8287	2.0463
Average Number of Younger Siblings	1.5823	1.3088	1.2809	1.3965	1.2111	1.3339
Average Number of Older Siblings	0.8228	0.7954	0.7585	0.5616	0.7124	0.6016
Ratio of Younger Siblings to Older Siblings	1.923	1.645	1.689	2.487	1.700	2.217

The major finding (Table 7) is that our students had over twice the number of younger siblings than older siblings. This means that our students tended to be the older children in their families. A number of social scientists have found a number of behaviors correlated with birth order. Generally it has been found that dependency is systematically related to ordinal position with early-born individuals consistently more dependent than later-born individuals. (Stanley Schachter, The Psychology of Affiliation, 1959, Stanford: Stanford University Press.)

Older Siblings' Education: Questions were asked pertaining to whether older siblings were at KSU, whether they started at KSU but didn't finish or whether they had graduated from KSU. Also asked were questions whether older siblings were at another college, whether they had dropped from another college, or whether they had graduated from another college. The results for these questions are presented in Table 8.

Table 8

Education of Our Students' Older Siblings

Classification	Agri.	A&S-M	A&S-F	Engg.	H. E.	Total
Average number of older siblings attending KSU	.1076*	.1178	.1522	.0841	.1514	.1231
Average number of older siblings who started KSU but didn't finish	.0886	.0541	.0840	.1231	.1076	.0865
Average number of older siblings who graduated from KSU	.0506	.0618	.1024	.0691	.1031	.0780
Average number of older siblings attending other colleges	.1645	.0637	.0997	.0751	.1195	.0926
Average number of older siblings who started at other colleges but didn't finish	.0696	.0425	.0420	.0360	.0797	.0494
Average number of older siblings who graduated from other colleges	.1519	.0637	.1155	.0931	.0956	.0951

*This figure implies that on the average each Agriculture student had approximately .11 of an older sibling attending KSU. In other words, we would expect that a group of 100 Agriculture students should have eleven older siblings also on campus. The remainder of figures presented in this table may be interpreted in a similar fashion.

A number of surprising observations can be made using the data presented in Table 8. For example, our Agriculture students had more older siblings attending "other colleges" than attending KSU; however, this was not true for our other student groups. The non-agriculture students had more older siblings attending KSU than were attending "other colleges." More older siblings who "attended college but did not finish" attended KSU than "other colleges." On the average, the older siblings who did graduate, tended to have a higher graduation rate at KSU than at "other colleges."

Number of Summers Worked for Wages and on the Farm: Previous work experience has been thought to be somewhat important in determining curriculum choice. We asked the 1961 freshman class how many summers they had worked for wages and on farms. These results are presented in Table 9.

Table 9

Average Number of Summers Spent Working for Wages and on Farms

Classification	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
Wages	1.2658	2.3108	1.2808	2.2462	1.1713	1.7837
Farm	2.6772	1.1216	0.4409	1.1141	0.8048	1.0634
Total	3.9430	3.4324	1.7217	3.3603	1.9761	2.8471

These results are just about what would be expected, the Agriculture students had more summer farm work experience than was true for the other student groups. The male students had worked between three and four summers whereas the female students had worked less than two.

Part-time Work During High School and Expectation of Part-time Work While at KSU We asked whether they had had previous part-time work experience and whether they expected to pursue part-time work while at KSU. These results are presented in Table 10.

Table 10

Part-time Work During High School and
Expectation of Part-time Work While at KSU
Expressed in Percentage Form

Part-time Work During High School	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
Yes	41.14	47.68	38.06	50.75	33.47	43.21
No	58.86	52.32	61.94	49.25	66.53	56.79
Part-time Work Expected While at KSU						
Yes	55.43	48.84	43.31	51.05	43.03	47.65
No	43.67	50.77	53.81	47.15	52.99	50.40
Maybe	1.90	.39	2.88	1.80	3.98	2.05

On the average, slightly less than one-half of the students reported having had part-time work experience while in high school. The female students had less work experience than had the males. About one-half of our students expected to have part-time work while attending KSU. This expectation for employment was slightly less for females than for males.

How Education Is To Be Financed: Since a college education is a rather costly venture, we were interested in how our students tend to finance their educational attempt. The results are presented in Table 11.

Table 11

The Main Source of Student Educational Finances in Percentage Form

Source	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
Own Savings	31.65	19.11	8.40	11.72	9.96	14.93
Parents	40.50	50.39	80.06	58.86	79.69	62.45
Summer Work	20.25	16.02	5.25	18.62	5.58	12.86
Scholarships	3.80	8.11	2.89	4.20	1.59	4.69
Part-time Work	3.16	3.28	1.31	2.70	1.59	2.44
GI Bill	0.00	0.97	0.52	1.20	1.19	0.85
Grants and Aids	0.00	1.16	1.57	1.50	0.40	1.10
Wife	0.64	0.77	0.00	0.90	0.00	0.50
Not Marked	0.00	0.19	0.00	0.30	0.00	0.18

The Agriculture students reported more dependence on "own savings" than did the other student groups and lesser financial dependence on "parents" than did the other student groups. However, "parents" provided the greatest single financial source for all student groups. There were also some pronounced differences in financial resources for males vs. female students.

Size of High School Graduating Class: In the Counseling Center a frequently heard student complaint is one criticizing the facilities in their high school. Students seem to believe that the smaller the high school the poorer is the preparation for advanced education. We asked this freshman class the size of their high school graduating class. These results are presented in Table 12.

Table 12

Size of High School Graduating Class
in Percentage Form

Size	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
Less than 10	1.90	4.05	1.84	2.10	1.59	2.56
10-24	28.48	14.29	11.81	12.91	13.55	14.69
25-49	32.29	16.60	14.43	15.92	18.33	17.73
50-99	13.92	16.02	15.49	16.22	16.33	15.78
100-249	13.92	26.06	24.67	27.03	21.91	24.07
250 +	9.49	22.98	31.76	25.82	28.29	25.17

The modal class size for Agriculture students was 25-49, for Arts and Sciences male students 100-249, for Arts and Sciences female students 250+, for Engineering-Architecture students 100-249, for Home Economics students 250+. About half of our students graduated from schools in which the graduating class was in excess of 100.

Number of High School Semesters of Mathematics, Chemistry, Physics, English, and Mechanical Drawing: Much college work depends upon a substantial foundation of certain high school courses. In order to ascertain the amount of educational background in certain courses, the students were asked the number of high school semesters they had had of mathematics, chemistry, physics, English, and mechanical drawing. The results pertaining to these questions are presented in Table 13.

Table 13

Average Number of High School Semesters
In Five Subject Areas

Average Number of Semesters in:	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
Mathematics	5.48	5.92	5.01	7.11	4.27	5.71
Chemistry	1.45	1.39	1.09	1.64	1.38	1.38
Physics	0.95	1.14	0.41	1.74	0.36	0.95
English	7.02	7.16	7.48	7.07	7.39	7.24
Mech. Drawing	0.73	0.90	0.06	1.72	0.07	0.73

Engineering-Architecture students have had the most exposure to math courses in high school while Home Economics students have had the least exposure. Seemingly, all students have had a somewhat similar high school exposure regarding chemistry courses. The average number of semesters (high school) in physics for our total groups was close to one semester. Our female students have had less exposure to high school physics than our male students. All of our student groups had over seven high school semesters of English. The Engineering-Architecture students averaged almost two semesters of mechanical drawing whereas the other student groups averaged less than one semester. The female students barely had any exposure to high school mechanical drawing.

Amount of time Devoted to Study While in High School: In the Counseling Center we frequently hear freshmen students complaining that they never studied in high school and really do not know how to study. We asked the 1961 freshman class how much they had studied in high school and especially in their senior year. The results are presented in Table 14.

Table 14

Percentages of Students Reporting Number of Nights Devoted to Study While in High School and in the Senior Year

Classification	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
Nights devoted to study in high school: one night a week or less	12.66	13.90	2.36	13.81	3.59	9.52
Two or three nights per week	37.97	38.22	22.83	32.43	19.52	30.59
More than three nights per week	49.37	47.88	74.81	53.76	76.89	59.89
Nights devoted to study during senior year:						
More	41.77	40.55	34.12	37.24	39.84	38.14
Less	14.56	21.81	21.78	20.12	18.72	20.29
About the same	43.67	37.64	44.10	42.64	41.44	41.57

Our female students reported that in general they had devoted more time to study while in high school than our male students reported. However, there appeared to be greater homogeneity regarding whether they increased or decreased their study activity during their senior year.

Elective Offices Held In High School: The holding of elective positions or offices while in high school is believed by many educators to be an indicator of leadership abilities. We asked the students if they had ever held high school elective offices. The results are presented in Table 15.

Table 15

Percentages of Students Holding High School Elective Offices

Classification	Agri.	A&S-M	A&S-F	Engg.	H. E.	Total
Offices held:						
A. Class Officers	17.09	18.53	17.85	14.71	19.12	17.55
B. Student Council Member	11.39	6.56	13.12	11.41	14.34	10.72
C. Student Council (or student body) officer	2.53	1.93	1.84	1.50	0.80	1.71
A and B	10.13	9.65	7.35	7.81	8.76	8.65
A and C	1.27	2.12	0.79	0.90	1.59	1.40
B and C	3.80	2.51	3.94	2.40	0.40	2.62
A, B, and C	10.13	9.27	7.35	7.81	10.00	8.71
None	43.66	49.43	47.76	53.46	44.99	48.64

About half of our students have held one or more elective offices while in high school. Seemingly the Agriculture students held the greatest number of offices per student while the Engineering-Architecture students held the least number of offices per student.

Academic Honors or Awards Received in High School: Another high school accomplishment frequently looked for by educators when evaluating a student's high school transcript is the number of academic honors or awards received. We asked the students to list the number of such honors and awards received. The results are presented in Table 16.

Table 16

Average Number of Academic Honors or
Awards Received Per Student While in High School

Classification	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
Awards Received	.52	.42	.99	.69	.81	.68

On the average, about every entering female student in the School of Arts and Sciences had received about one academic honor or award. The other female student group also had a higher average number of awards than did any of the male student groups. The male students in the School of Arts and Sciences reported receiving less awards and honors than any other groups.

Number of Applications Sent to Other Colleges and Universities (Other than KSU): The students were asked whether they had sent applications to other schools besides the one sent to KSU. The results are presented in Table 17.

Table 17

Average Number of Application Forms Per Student Sent by
Our Students to Other Colleges or Universities

Classifications	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
Forms Sent to:						
A. Kansas Jr. College	.2278	.1506	.1444	.1862	.1554	.1645
B. Kansas Colleges (Other than KSU)	.0696	.1486	.1680	.1141	.1275	.1353
C. Out of State Colleges	.0759	.1004	.1024	.0961	.0876	.0957
A and B	.0127	.0077	.0026	.0030	.0040	.0055
A and C	.0127	.0019	.0052	.0090	.0040	.0055
B and C	.0000	.0405	.0604	.0270	.0478	.0396
A, B, and C	.0000	.0019	.0029	.0000	.0000	.0012
None	.6013	.5484	.5141	.5646	.5737	.5527

Seemingly, the Agriculture students sent a lesser number of applications to other colleges and universities than did the other student groups. Female Arts and Sciences students appear to have applied to other colleges and universities in greater numbers than did the other student groups. Over half of our students applie only to KSU for admission.

Benefits that Students Want to Obtain from KSU: Previous research at the Counseling Center has pointed to the fact that our students are vocationally oriente We asked the students to rank seven listed possible benefits from a KSU education that they believed to personally apply. The results are presented in Table 18.

Table 18

Average Ranks* of Anticipated Benefits
Obtained by Virtue of a KSU Education

Benefits	Agri. N=158	A&S-M N=518	A&S-F N=381	Engg. N=333	H. E. N=251	Total N=1641
Skill to earn a living	1.30	1.43	2.02	1.28	2.10	1.63
Better understanding of myself	3.96	3.79	3.43	3.94	3.49	3.70
New Friends	4.28	4.40	3.82	4.38	3.75	4.14
Better understanding of the world in which I live	3.35	3.00	2.81	3.12	3.15	3.03
Improve my social skills	4.81	4.48	4.77	4.43	5.04	4.65
Prepare for marriage	5.94	5.71	5.29	5.75	4.67	5.47
Gain business and social contacts	4.23	4.67	5.77	4.89	5.64	5.09

*The smallest average ranks implies that the students ranked this as most important. the larger imply lesser importance.

The major differences among the average ranks of the varied student groups tended to occur along sex lines. The male students tended to rank "Skill to earn a living" as more important than did the female students. The female students tended to rank "Better understanding of myself" as slightly more important. The same was true for "new friends." The Arts and Sciences students (male and female) tended to rank "Better understanding of the world in which I live" as slightly more important than did the other groups. To "improve my social skills" was given a less important rank position by the Home Economics, Agriculture, and Arts and Sciences (female) students than by the remaining groups. The female students, especially the Home Economics students placed the "prepare for marriage" in a more important rank position than did the male students. The male students especially the Agriculture students, ranked "Gain business and social contacts" as more important than did the female students.

Knowledge of Services Offered by Student Personnel Services: Valuable services to students are offered by several offices and departments. We asked the entering freshmen whether they knew what kind and type of aid and assistance they could obtain from the Student Health Center, the Student Counseling Center, the Placement Center, the Deans' offices, and the Office of Aids and Awards. The students' responses to these questions are summarized in Table 20.

Table 20

Percentages of Students Knowing the Type of Assistance Offered by the "Student Personnel" Offices

Offices and Departments	Agri. N=170	A&S-M N=452	A&S-F N=445	Comm. N=88	Engg. N=453	H. E. N=240	Total N=1348
Health Center	70.59	51.33	82.70	77.27	78.37	77.92	77.35
Counseling Center	59.41	62.17	72.13	73.86	67.55	70.83	67.32
Placement Center	35.29	39.16	49.89	47.73	46.36	49.17	44.86
Deans' Offices	45.29	42.04	43.82	40.91	40.62	40.83	42.21
Aids and Awards	27.06	32.08	33.93	32.95	40.62	32.92	34.31

The Student Health Center, according to the response to this questionnaire, was the best known of all the offices and departments listed, and the Office of Aids and Awards was the least known. Arts and Sciences males surprisingly only checked their knowledge of the Student Health Center at about a 50 per cent rate whereas the remainder of the students checked this facility at about a 75 per cent rate. Seemingly, the services of the Counseling Center were least known by the Agricultural students. The services of the Office of Aids and Awards were best known by the Engineering-Architecture students and least known by the Agriculture students.

Expected Utilization of the Services Offered by Student Personnel Services: A question was posed to the students whether they expected other than the required contact with the various services during pre-enrollment and registration, to utilize the assistance of the same before listed offices and departments. The results of this question are presented in Table 21.

Table 21

Percentages of Students Expecting to Utilize the Services Offered by the "Student Personnel" Offices

Offices and Depts.	Agri. N=170	A&S-M N=452	A&S-F N=445	Comm. N=88	Engg. N=453	H. E. N=240	Total N=1848
Health Center	56.47	58.41	63.37	64.77	61.81	64.17	61.31
Counseling Center	57.01	61.73	68.54	61.36	65.12	65.00	64.18
Placement Center	32.94	38.27	45.17	38.64	41.28	47.92	41.45
Deans' Offices	50.59	45.58	39.78	39.77	43.27	43.33	43.51
Office of Aids and Awards	26.47	28.98	28.31	17.05	37.31	33.33	30.63

The fact that personnel from the Counseling Center administered this questionnaire possibly accounted for the great number of students who indicated an expectation to use the services of the Counseling Center.

This report is presented with the thought that faculty members, whether working with individual students or planning educational programs for groups, may be helped by having a general picture of the way the KSU freshmen describe themselves and their past experiences. Questions and comments concerning this material or further items of research interest will be welcomed by members of the Counseling Center staff.